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ABSTRACT

The booklet serves to acquaint employers with the cooperative distributive education program in New Jersey. Contents briefly cover facts concerning: the benefits of the program to the employer, conditions of employment of students, the students themselves, what students gain from the program, the role of the teacher coordinator, the students' training plan, the training agreement, the employers' responsibilities, the grading or evaluation of students, training program followup, and advisory committee members. Appendixes describe a training plan and provide a sample training agreement. (MDW)

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THE COOPERATIVE DISTRIBUTIVE

EDUCATION PROGRAM

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THE COOPERATIVE DISTRIBUTIVE EDUCATION PROGRAM FOR EMPLOYERS OF COOPERATIVE DISTRIBUTIVE EDUCATION STUDENTS

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PREFACE

This booklet was designed to acquaint the employer with the Cooperative Distributive Education program.

1. Its purpose is to clarify the objectives and procedures utilized in this program.
2. Hopefully, it will answer questions frequently asked by the employer about the distributive education program.
3. It will explain some of the benefits to the employers who participate in the program.

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DEFINITION

Cooperative distributive education programs are developed and supervised by school teachers and employers in the community. The programs provide students with an opportunity to combine in-school instruction and on-the-job training in retail, wholesale, and other distributive operations.

This cooperative or on-the-job experience may occur in the high school students' 11th or 12th grade, or in a community college educational program. It may occur as part of a two-year experience. Normally, the students spends one-half day in school and the other half-day on the job.

BENEFITS OF THE COOPERATIVE DISTRIBUTIVE EDUCATION PROGRAM TO EMPLOYERS

- Reduces recruiting expenses.
- Provides valuable community input into the public education program.
- Develops a pool of trained manpower.
- Reduces employee turnover.
- Provides partially trained employees equipped with certain fundamental skills.
- Provides an "extra" supervisor through the teacher.

EMPLOYMENT OF COOPERATIVE DISTRIBUTIVE EDUCATION STUDENTS

To establish a good on-the-job training program, employers should follow the same practices in hiring distributive education students as they follow in hiring regular employees. Only students who have an interest in your type of business will be sent to you for interviews. Every effort should be made to make the student a part of the total organization during his tenure as a trainee.

Employers should recognize that students, unless exempted, are subject to the minimum wage and equal pay provision of the Fair Labor Standards Act. Although the wages of a student should be considered secondary to the main objective of his or her on-the-job training, the student's wages should be equitable to provide the strongest motivation possible for success.

The employer should advise the teacher whether union membership will be involved. In such cases, the teacher will attempt to involve union leadership on his advisory committee, which is described later.

THE COOPERATIVE DISTRIBUTIVE EDUCATION STUDENT

What the student brings to the job.

Most students have had prior instruction in good grooming, proper dress, basic job attitudes and human relations. In addition, the distributive education students normally have had basic instruction in merchandising, sales, promotion and marketing.

The employer will be told of the student's background and capabilities. Most employers prefer to treat the student as they would a regular applicant.

What the employer can expect from the student.

- Willingness to learn.
- Good attendance and promptness.
- Progress through related school instruction and on-the-job training.
- Awareness of information needed for job success.

WHAT DISTRIBUTIVE EDUCATION STUDENTS GAIN FROM EMPLOYMENT

The distributive education cooperative programs are experiences designed to benefit all participants. While the employer has certain expentations, so does the student; he hopes to become a reliable, responsible and self-disciplined employee and to gain:

- Satisfaction of accomplishment.
- Development of satisfactory work habits, attitudes and adjustments equal to those of full-time employees who have completed the probationary period.
- Development of job skills and knowledge so he is competent and employable.
- Better career planning.
- Additional job knowledge and skills resulting from on-the-job experience in:

Stockkeeping	Buying
Inventorying	Selling
Pricing	Servicing Customers
Cashiering	Sales Supporting
Ordering	

WHAT THE DISTRIBUTIVE EDUCATION TEACHER COORDINATOR PROVIDES

The teacher is interested in your business and is eager to help you participate in and benefit from the distributive education cooperative program. The teacher will provide the following:

- Students selected to meet the needs of the employer.
- Reliable potential employees.
- Personal data sheets for each student applicant when requested.
- Continuous training in school, particularly in the student's weak areas as rapidly as you identify them.
- Follow-up of absences. The teacher should be notified if the student fails to come to work.

THE COOPERATIVE STUDENTS' TRAINING PLAN

Each student should have a training plan which is jointly developed by the employer and the teacher. The initiation and the development of the plan is largely the responsibility of the teacher. Normally, the plan outlines what the student is to achieve and the responsibilities he is to accept. It follows the principles of good personnel administration. You should expect to provide assistance to the teacher.

Where company training materials are available for a training plan already developed, you should provide the materials to the teacher before the student is hired. In other cases, you should allow some of your time or that of another employee to assist the teacher in making a task or job analysis. Teachers should know the principles of task analysis. When the job analysis is completed,

the teacher will draw up a training plan, which then should be reviewed and approved by you, the employer. A copy of the training plan also should be given to the student. (See form DE-1 in Appendix.)

THE TRAINING AGREEMENT

A cooperative training agreement as required by the New Jersey State Plan for Vocational Education is a necessary part of the distributive education program.

Its format may vary greatly from program to program, but its intention is constant:

It provides that specific supervised training take place as part of the cooperative program. Other possible inclusions in the training agreement are: hours of work, salary, coordinator's and employer's responsibilities, legal restrictions, evaluation procedures, termination procedures, etc.

The training agreement should be signed by the coordinator and employer and a copy maintained in the school as a record. (See form DE-2 in Appendix.)

OTHER CONSIDERATIONS

The best training results when the student is treated as a regular employee in the company organization during his tenure as a trainee. Both the employer and the teacher should make certain such treatment occurs. The progress of the student should be determined periodically so the teacher can alter the in-school program to strengthen the student job skills and attitudes.

It is important that the student's parents be aware of their son's or daughter's responsibilities on the job so they can help prevent home situations from interfering with success on the job.

THE EMPLOYER'S RESPONSIBILITIES

As a program participant, you face certain responsibilities to the student and his teacher. To summarize, these responsibilities include:

Supervision

- Provide supervised training.
- Assign the student only one supervisor to whom he goes for instruction and to whom he is responsible.
- Clarify for the student the importance of standards, preferences and attitudes of employers.

Evaluation

- Report weaknesses, which should be remedied, to the teacher and discuss them with the student. Prompt attention avoids turning little problems into major difficulties.
- Note a student's failure to progress so that the teacher has an opportunity to provide guidance

before the difficulties cause termination of employment.

. Assist in evaluating the student's progress for the purpose of credit and grades.

Cooperation

. Determine what is expected when helping the teacher develop a training plan.

. Provide opportunities for the teacher to observe the student on-the-job.

. Provide some conference time for the teacher and/or student to discuss job matters.

. Be certain that parents understand their son's or daughter's employment. If it seems desirable, contact them.

. Counsel the student. When the student is absent from school but comes to work, the employer should cooperate with the teacher in accordance with the rules of the program. Frequently, the employer is instrumental in increasing the student's commitment to the <u>total</u> program.

THE TIME FOR GRADES

Because the student is registered for high school credit, the teacher must give a grade for the work experience completed. While the employer should not be expected to determine the student's grade, he should rate the student in comparison to the progress of other beginning employees.

Employers can help change things with which they are not happy, such as mode of dress, promptness, etc., through periodic evaluation. In addition, the student may tell the teacher what duties he is performing and when he thinks he is capable of taking on a new duty. The student rating form is usually provided by the distributive education teacher and is used at least once a marking period (approximately from six to eight weeks.)

Regardless of how it is done, the teacher needs assistance in evaluation so that he can assign a grade to the student.

TRAINING PROGRAM FOLLOW-UP

When the school year is completed and the student finishes his cooperative experience, the employer may pursue any one of the following courses of action:

- Offer to be a reference for the student for subsequent employment.
- Employ the student on a full-time basis.
- Plan for the next student trainee.

INFORMATION ABOUT ADVISORY COMMITTEE MEMBERS

Periodically, employers are asked to serve on Distributive Education Advisory Committees to assist in updating and improving the educational programs. Usually such committees consist of five to seven members from business, industry and education who meet several times a year. There is always a planned agenda sent in advance of these meetings.

Some of the possible areas of involvement might include selection, placement and evaluation of students, establishment of training stations, additional equipment needs in the distributive education program and curriculum revision.

Additionally, there is a Distributive Education State Advisory Committee composed of outstanding business representatives in New Jersey. This group works with the regional distributive education associations on specific related projects.

DE-1

THE TRAINING PLAN

1. Defines the student's experience on the job and classroom activities while in the cooperative program.

2. Provides a continuous learning experience on the job and in the classroom in accordance with the job and the student's career objectives.

Two possible types of training plans:

A. The Checklist

   1. List of all of the job experiences possible in that training station.

   2. The coordinator discusses the list with the employer and checks off the experiences to be provided for the student during the period of employment.

   3. The coordinator then sets up a series of classroom "experiences" to compliment and reinforce the student's on-the-job activities.

B. The Block Analysis Form

A form listing the following information: Employer, student's name, a list of experiences to be provided by the training station sponsor (under the major marketing headings, and space provided for additional experiences).

When making up either plan with the training station sponsor, the coordinator should record the following information [1] what kinds of entry level jobs are available for new employees? [2] what classroom instruction must the student have in order to perform satisfactorily and understand his job?--(Example--must the student know how to make change correctly? operate a cash register?)

Some coordinatros try to find out how often the indicated jobs will be performed (daily, weekly, monthly); and when classroom instruction should begin.

DE-2

_____ High School

DISTRIBUTIVE EDUCATION

TRAINING AGREEMENT

Trainee _____ Date _____
DOT# _____
Career Objective _____ SIC# _____

Training Station _____

Employer _____ Training Sponsor _____

Job Title _____ DOT# _____

Tentative Work Schedule			Total Hours
Sun.	_____ to	_____	_____
Mon.	_____ to	_____	_____
Tues.	_____ to	_____	_____
Wed.	_____ to	_____	_____
Thurs.	_____ to	_____	_____
Fri.	_____ to	_____	_____
Sat.	_____ to	_____	_____

Expected Total Hours for Work Week _____

TRAINING AGREEMENT

(A SUGGESTED FORMAT)

In accepting _____ as a part-time employee, I accept the designation of Official Training Station for the _____ High School Distributive Education Program.

I recognize the educational nature of the program and agree to observe the rules as set forth below insofar as business conditions allow.

I recognize that Federal Labor Laws require that in the event the trainee is required to work with hazardous machinery or materials, I will provide "direct and close supervision of a qualified and experienced person," and safety instructions. Such experiences will be limited to those specified on the student's training plan.

1. I agree to take an active part in training the above named trainee--providing on-the-job instruction in accordance with the students' training plan.

2. I agree to employ the trainee for an average of 15 hours a week, for a minimum of 540 hours, until the end of the school year, barring dismissal for cause.

3. I agree to assist in evaluating the trainee's progress by completing the student evaluation form when requested.

4. I agree that I will not discharge the trainee nor change his status without first consulting with the teacher/coordinator.

5. I agree to pay the trainee the prevailing wage paid similar employees, and to recognize satisfactory service throughout the year with salary increases as I would other employees.

6. I agree to allow the trainee to absent himself from work, without prejudice when school or Distributive Education Club activities require his presence, with the understanding that I will receive written notification of such absence from the teacher/coordinator at least one week prior to the absence.

7. I agree that, in the event the trainee's

school grades in any major subject fall below passing as a result of time spent on the job, I will reduce the weekly work hours according to the advice of the teacher/coordinator until such times as the trainee is earning passing grades.

8. I agree to notify the teacher/coordinator as soon as possible of any time the trainee fails to appear for work or fails to call in sick at the scheduled time, or fails to stay for the scheduled time.

9. I agree to make myself available for conferences with the teacher/coordinator, the trainee, or both, as necessary.

Signed _____
Employer

Signed _____
Teacher/Coordinator
Phone _____

I have read the above and full understand my employer's responsibility to me and _____ High School, and my responsibility to my employer and school.

Signed _____
Trainee

Optional in Training Agreement . . . . .

1. I agree to complete and sign the Weekly Wage and Hour form.
2. I agree to dismiss from my employ any cooperative work trainee who drops out of school prior to graduation in June.
3. I agree that when a student is absent from school, I will not permit him to work without prior approval of the teacher/coordinator.
4. I recognize that this agreement may be terminated by the employer at any time after consultation with the teacher/coordinator.
5. Attach Training Plan to Agreement.